Cover Sheet: Request 13248

REL 3337 Islam in Africa

Info

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<th>Course</th>
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<th>Ugrad/Pro</th>
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<td>Status</td>
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<tr>
<td>Submitter</td>
<td>Terje Ostebo <a href="mailto:ostebo@ufl.edu">ostebo@ufl.edu</a></td>
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<td>Created</td>
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<tr>
<td>Updated</td>
<td>2/8/2019 8:19:58 AM</td>
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Description of request
This request asks that REL 3371 Islam in Africa is changed to be a 4000-level course. The rationale behind this is to be able to teach it with graduate sections.

Actions

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<tr>
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<td>Terje Ostebo</td>
<td>No document changes</td>
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<td>CLAS - College of Liberal Arts and Sciences</td>
<td>The request must explain in some detail how the course will change from 3000 to 4000-level. Without some substantive change that can be explained, the change of level cannot be approved.</td>
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<td>I have uploaded a new syllabus - where change from a 3000 to a 4000 level has been explained through the following: 1. The course reading for the weeks have increased. 2. The number of pages for the written papers required have increased. 3. The expectations and the basis for evaluations of the written papers are made elaborate - pointing out what is expected by the students</td>
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No document changes
Course|Modify for request 13248

Info
Request: REL 3337 Islam in Africa
Description of request: This request asks that REL 3371 Islam in Africa is changed to be a 4000-level course. The rationale behind this is to be able to teach it with graduate sections.
Submitter: Terje Ostebo ostebo@ufl.edu
Created: 1/30/2019 8:42:05 AM
Form version: 4

Responses
Current Prefix REL
Course Level 3
Number 337
Lab Code None
Course Title Islam in Africa
Effective Term Earliest Available
Effective Year Earliest Available
Requested Action Other (selecting this option opens additional form fields below)
Change Course Prefix? No

Change Course Level? Yes
Current Level 3
Proposed Level 4
Change Course Number? Yes
Current Course Number 3371
Proposed Course Number 4xxx
Change Lab Code? No

Change Course Title? No

Change Transcript Title? No

Change Credit Hours? No

Change Variable Credit? No

Change S/U Only? No
Change Contact Type? No

Change Rotating Topic Designation? No
Change Repeatable Credit? No
Maximum Repeatable Credits 0
Change Course Description? No

Change Prerequisites? No
Change Co-requisites? No

Rationale The plan is to have this course taught with graduate sections which would require it to be at a 4000-level.
University of Florida
Department of Religion & Center for African Studies

REL 4XXX Islam in Africa

Meeting & Location:
Instructor: Dr. Terje Ostebo
Office: 107E Anderson Hall
Phone: 352-273-2928
e-mail: ostebo@ufl.edu

Course Description:
Islam in Africa provides an overview over the development of Muslim societies in Africa from early history (7th century) to the present with a regional focus on North Africa, the Sahara, sub-Saharan West Africa, the Horn of Africa, and East Africa. The course will examine processes of Islamization and the emergence of local Muslim cultures, contemporary issues, and will expose students to the diversity of Islam in Africa. It will mainly, however, focus on current issues in contemporary African Islam, and aims at providing students with skills to assess issues common to many African Muslim societies, such as dynamics of religious reform, Islam and the state, and questions related to ethnic and religious identities. Similarly, it will enable students to identify and comprehend how these issues intersect with broader political, social, economic, and cultural dynamics in different localities in Africa.

A student who successfully completes this course will be able to:
1. Map out and identify the main processes in the history of Islam in Africa
2. Analyze the different trajectories and factors involved for processes of Islamization in Africa
3. Identify the variety found within Islam in Africa
4. Apply relevant theoretical perspectives and analyze the intersection of African Islam with social, political, and cultural issues
5. Critically analyze interrelations between Islam and other religions in Africa
6. Identify, compare, and analyze main currents within contemporary African Islam

Writing Requirement
This course confers 4000 words towards the Writing Requirement (WR), which ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. While helping students meet the broad learning outcomes of content, communication, and critical thinking, the instructor will evaluate and provide feedback on students’ written assignments with respect to grammar, punctuation, clarity, coherence, and organization. Course grades have two components. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

Writing Assessment Rubric
<table>
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<th>Course Requirements and Grading Criteria</th>
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<td>The final grade will be determined by the total scored for:</td>
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<thead>
<tr>
<th></th>
<th>SATISFACTORY (Y)</th>
<th>UNSATISFACTORY (N)</th>
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<tbody>
<tr>
<td>CONTENT</td>
<td>Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.</td>
<td>Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.</td>
</tr>
<tr>
<td>ORGANIZATION AND COHERENCE</td>
<td>Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.</td>
<td>Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.</td>
</tr>
<tr>
<td>ARGUMENT AND SUPPORT</td>
<td>Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.</td>
<td>Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.</td>
</tr>
<tr>
<td>STYLE</td>
<td>Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.</td>
<td>Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.</td>
</tr>
<tr>
<td>MECHANICS</td>
<td>Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper’s argument or points.</td>
<td>Papers contain so many mechanical or grammatical errors that they impede the reader’s understanding or severely undermine the writer’s credibility.</td>
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- Attendance (5 %). We will circulate an attendance sheet, which you should sign. Signing for others is considered Academic dishonesty.
- Participation in classroom discussions (5%)
- In-class presentations (15 %)
- 3 Response papers (25 % each: 3 x 25% = 75%)

<table>
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<tr>
<th>Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
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<tr>
<td>Tot %</td>
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<td>88-93</td>
<td>82-87</td>
<td>76-81</td>
<td>71-75</td>
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<td>56-60</td>
<td>51-55</td>
<td>46-50</td>
<td>40-45</td>
<td>&lt;40</td>
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**Classroom Participation**: Students are expected to attend **ALL** classes and participate actively in class discussions. Active and informed participation demands that students **read the material carefully before coming to class**. The instructor will seek to engage all students in discussions by asking direct questions to the students, and by for comments to the readings. The instructor will keep a log for each week, noting the degree of engagement and level of insights demonstrated.

**In-class presentations**: Each student will give an in-class presentations on a topic related to the assigned readings. The presentation will be 10-15 minutes, and the student presenting will lead the subsequent classroom discussion. The presentation will be evaluated based on the student’s comprehension of the material, degree of independent and critical thinking, and ability to communicate the material clearly.

**Response Papers** (5-6 pp): These response papers will address key issues and methodological and theoretical questions raised in the readings, lectures and class discussions. The objective of these papers is to encourage you to read the materials closely and articulate your own informed and analytically nuanced positions. The more you engage the reading, the more likely you will receive a high mark. The format for the papers is double space / font size 12.

**Make-ups and Attendance**:
Make-ups will only be allowed in unavoidable circumstances or for compelling reasons that can be convincingly documented. Similarly, absence(s) means that 1 point per absence will be detracted – except unavoidable ones proven with satisfactory explanation/documentation. This is in consistence with university policies that can be found at: [https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx)

**Student Honor Code**:
As a UF student, you have agreed to follow the university’s Honor Code, meaning you will not give or receive unauthorized assistance in completing assignments. Violations can result in failing an exam, paper or the course. For more information, see: [http://www.dso.ufl.edu/studentguide/studentrights.php](http://www.dso.ufl.edu/studentguide/studentrights.php). On all work submitted for credit by University of Florida students, the following pledge is implied, “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” Please note that acts of plagiarism include:
- Turning in a paper or assignment that was written by someone else.
- Copying verbatim a sentence or paragraph of text from the work of another author without proper citation and quotation marks.
- Paraphrasing or restating in your own words, text or ideas written by someone else without proper citation.
For more info, see [http://www.registrar.ufl.edu/catalog/policies/students.html](http://www.registrar.ufl.edu/catalog/policies/students.html)
Disabilities:
“If you are a student with a disability and would like to request disability-related accommodations, you are encouraged to contact me and the Disability Resource Center as early in the semester as possible. The Disability Resource Center is located in 001 Building 0020 (Reid Hall). Their phone number is 392-8565.”

Required Reading:
Books (for purchase; also on course reserve):

Articles/book-chapters (on Canvas):
Campbell, J (2014) U.S. Policy to Counter Nigeria’s Boko Haram, Council on Foreign Relations, Report No. 70 (pp 1-29)

Class Calendar and Reading Schedule:
*Note: This document is subject to change, students are responsible for all changes announced in class.*

**Week 1: Introduction and Course Preview**

**Week 2: Understanding Islam & Africa**
Readings: Gordon & Gordon 2007 (pp 7-107); Esposito 2011

**Week 3: Understanding Islam & Africa**
Readings: Gordon & Gordon 2007 (pp 7-107); Esposito 2011

**Week 4: The Study of Islam in Africa: Perspectives and Issues**
Readings: Loimeier 2009 (pp 287-298); Loimeier 2013 (pp 11-34); Soares/Otayek 2007 (pp 1-24)

1st Graduate paper due

**Week 5: The History of Islam in Africa**
Readings: Loimeier 2013 (pp 54-129)

1st response paper due

**Week 6: The History of Islam in Africa**
Readings: Loimeier 2013 (pp 154-247);

**Week 7: Sufism and Indigenous Religious Traditions**
Readings: Brenner 2000 (pp 324-349); Handloff 1982 (pp 185-194);
**2nd Graduate paper due**

**Week 8: Sufism and Indigenous Religious Traditions**
Readings: Hill 2010 (pp 375-412); Larsen 2014 (pp 5-27); Seesemann 2006 (pp 229-250)

**Week 9: Christian-Muslim Relations**
Readings: Soares/Otayek 2007 (pp 137-156); Ostebo 2014 (pp 1-26); Kogelman 2006 (pp 256-274);

**Week 10: Islam, Social Change, and the Modern**
Readings: Loimeier 2013 (pp 267-294); Seeseman & Soares 2009 (pp 91-120); Brenner 2007 (pp 199-223); Soares/Otayek 2007 (pp 243-262)

**2nd response paper due**

**Week 11: Islam and Islamic Reform in Africa**
Readings: Tayob 2014 (pp 257-271); Ostebo 2015 (pp 1-29); Loimeier 2003 (pp 237-262)

**Week 12: Islam and Islamic Reform in Africa**
Readings: Ahmed 2015 (pp 164-184); Kobo 2015 (pp 60-81); Janson 2005 (pp 450-481)

**3rd Graduate paper due**

**Week 13: Jihad and Violence**
Readings: Curtin (1971); Ostebo 2012 (pp 1-8); Anderson & McKnight 2014 (pp 1-27); Marchal 2009 (pp 381-404); Anonymous 2012 (pp 118-144)

**Week 14: Countering Violent Extremism (CVE) and State Policies**
Readings: Backmann & Honke 2009 (pp 97-114); Soares/Otayek 2007 (pp 157-176)

**3rd response paper due**

**Week 15: Countering Violent Extremism (CVE) and State Politics**
Ostebo 2013; Thurston 2015 (pp 109-134); Campbell 2014 (pp 1-29)

**Week 16: Conclusions**

Reference/Additional Reading: